



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

in texts for beginners,—the stories are all very interesting, and hold the reader's attention.

Dr. Ingraham in his Preface says: "At the stage of work for which this collection of stories is intended, the aim of the teacher is usually to give the student a general vocabulary and to make him familiar with forms and elementary syntax. It is believed that these stories are excellently adapted to this end. They are largely narrative, and are written in a clear, simple style which is almost wholly free from involved and difficult constructions."

Indeed, it is hard to imagine a better reading book for a beginner. There is, besides, a full vocabulary, and the editor's work is done with great care. The notes, so far as we have tested them, are excellent, and the little book is singularly free of typographical errors.

HUGO A. RENNERT.

University of Pennsylvania.

Rhetoric in Practice, by A. G. NEWCOMER and SAMUEL S. SEWARD. New York: Henry Holt and Company, pp. xii and 285.

This is a thoroughly useful text-book, practical in purpose, logical in arrangement, simple, clear, direct, and interesting in style. Its purpose is two-fold: First, to supply the student with a text and exercises "that will be helpful in the act of arranging and giving expression to his thought"; and second, to arrange the subject-matter so "that it may be constantly and readily referred to by the teacher. An indirect aim of the exercises, both creative and critical, is to bring the composition work of the student into direct contact with his everyday life. . . . It is safer, if we wish students to express themselves, and not merely reflect the opinion of others, to draw for the most part upon their personal observations and experiences for their material, and to let them write on literary experiences rather because they will than because they must." In arrangement it reverses the usual order of subject-matter, and logically treats first the composition as a whole,—including narration, description, exposition, and argument,—taking up afterwards the separate parts: the paragraph, the

sentence, and finally words and mechanical processes.¹ The exercises (pp. 203–285), designed to accompany and illustrate the rhetorical principles, and properly placed at the end of the book, contain subjects for oral and written work, based, not upon the student's reading or knowledge of literature, but upon his own experience and personal observations.

J. M. MCBRYDE, JR.

Sweet Briar Institute, Va.

CORRESPONDENCE.

ANGLO-SAXON CHARMS.

To the Editors of Mod. Lang. Notes.

SIRS:—Since publishing my article on "Charms to Recover Stolen Cattle," *Modern Language Notes*, June, 1906, my attention has been called by Professor J. M. Hart, through Professor Bright, to the fact that Leo, *Rectitudines*, Halle, 1842, pp. 56–57, arranged in poetic form the legal ritual of Thorpe. The division into lines which I suggested (p. 183) agrees closely with Leo's version, with the exception of the following passage:

- 17 oððon ahvar on gemote . on ceap-stove.
oððe on cyric-vare . þa hvile þe he lefed
Unsac he vās on life . beo on legere
Sva sva he mote . Do sva ic lære.

With such irregular rhythm, however, there might be many different arrangements of the lines, and it is difficult to determine with absolute certainty what was the original version.

It behooves me also to confess that in some way I overlooked altogether the printed versions of Leo and Schmid.¹

¹This arrangement had already been carried out by Professor Newcomer, in his *Elements of Rhetoric*, 1898, and in that same year had been suggested by Mr. W. F. Webster in a paper read at the National Educational Association in Washington. In 1900, Mr. Webster issued a text-book, *English in the Secondary Schools*, Houghton, Mifflin & Co., based on this arrangement.

¹*Die Gesetze der Angelsachsen*, 2nd edition, revised and enlarged, Leipzig, 1858, pp. 408–409, Appendix XI; 1st edition, Jena, 1832, pp. 216–217.